

Wallenpaupack Area School District

Planned Course Curriculum Guide

Career & Technical Education

Child Care I

Course Description:

Child Care I provides 10th-grade students with a comprehensive introduction to the field of early childhood education, focusing on child development theories, developmental domains, observation techniques, guidance strategies, and essential health, safety, and nutrition practices. Students explore professionalism, ethics, and mandated reporting while completing foundational clearances and beginning to create the initial CDA portfolio components. Throughout the year, students apply their learning with children ages 3-5 while in The World of Wonders (WOW Program) child development lab. In the WOW Program students develop hands-on skills in supervision, observation, and supporting play-based learning. This foundational course builds the knowledge, responsibility, and confidence needed to move onto Child Care Levels II and III. Students must successfully complete Child Care I to move on to Child Care II.

Revision Date:

2026 – M. Geisheimer

Wallenpaupack Area School District Curriculum
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COURSE: Child Care I	GRADE: 10
Unit 1: Orientation, Professionalism & Safety	TIMEFRAME: 2 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
101, 202, 203, 204, 205, 208, 210, 510, 512, 703, 704, 803, 805, 807, 808, 809, 1103	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
- Students will identify and describe the personal qualities and professional behaviors required to work effectively with young children. - Students will assess their own strengths and areas for growth related to working in early childhood education. - Students will develop a professional resume appropriate for employment in the child care field. - Students will complete and understand required employment clearances in Pennsylvania. - Students will plan developmentally appropriate lessons using the Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
- Identify personal qualities and the qualities needed to be an effective early childhood teacher - Participate in classroom and WOW Program orientation - Practice emergency drills and review safety procedures - Develop a professional resume - Learn the purpose and components of the CDA Portfolio - Establish WOW Program routines and procedures - Write lesson plans aligned with the Pennsylvania Learning Standards for Early Childhood Pre-Kindergarten	

CERTIFICATIONS

- PA Child Abuse History Certification (Clearance)
- PA State Police Criminal Record Check (Clearance)
- PA PD Registry Number

TEXTBOOK ALIGNMENT

- Chapters 1, 33

ASSESSMENTS:

- CDA Professional Portfolio set-up
- Student resume
- Word Cloud project
- Obtain PA Child Abuse History clearance
- Obtain PSP Criminal Record Check clearance
- Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Accountability, alignment, CDA (Child Development Associate) Credential, CDA Professional Portfolio, clearance, Code of Ethics, Competency Standards, confidentiality, Developmentally Appropriate Practice (DAP), ethics, learning objective, lesson plan, liability, NOCTI, Pennsylvania Learning Standards for Early Childhood, self-awareness, work ethic.

Wallenpaupack Area School District Curriculum
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COURSE: Child Care I	GRADE: 10
UNIT 2: Child Development Theories	TIMEFRAME: 3 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
• 208, 401, 501, 502, 504, 505, 506, 507, 1103	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
• CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
• CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
• 13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
• 3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
• Summarize major child development theories, including those of Piaget, Vygotsky, Erikson, Gardner, and Maslow. • Explain how child development theories influence classroom practices and teaching strategies in early childhood settings. • Apply theoretical concepts to real classroom situations through hands-on experiences in the WOW Program.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
• Theories and theorists presentation • Class discussion with real-world, and WOW Program, application • Graphic organizers	
TEXTBOOK ALIGNMENT	
• Chapter 3	
ASSESSMENTS:	
• Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)	

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Behaviorism, best practice, cognitive development, critical period, developmental domains, developmental milestones, Erik Erikson, Jean Piaget, Lev Vygotsky, modeling, nature vs. nurture, psychosocial development, scaffolding, Social Learning Theory, Zone of Proximal Development (ZPD)

Wallenpaupack Area School District Curriculum
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COURSE: Child Care I	GRADE: 10
UNIT 3: Observing & Recording Behavior	TIMEFRAME: 3 weeks
PA COMMON CORE/NATIONAL STANDARDS: SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS: 101, 502, 503, 506, 507, 508, 603, 604, 701, 702, 703, 1103, 1104, 1105 PENNSYLVANIA CORE STANDARDS FOR ELA: - CC.1.2.11-12.F, CC.1.2.11-12.J PENNSYLVANIA CORE STANDARDS FOR MATH: - CC.2.4.HS.B.1, CC.2.4.HS.B.5 PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION: 13.2.11.D, 13.3.11.A PENNSYLVANIA CORE STANDARDS FOR SCIENCE: 3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES: - Explain the importance of observation and assessment in early childhood education settings. - Differentiate between objective and subjective observations of children’s behavior and development. - Apply multiple observation methods during hands-on experiences in the WOW Program.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES: FOUNDATION - Observation presentation and class discussion - Practice using a variety of observation tools and techniques - Objective vs. subjective writing practice TEXTBOOK ALIGNMENT - Chapter 17	
ASSESSMENTS: - WOW Observations - Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)	
DIFFERENTIATED INSTRUCTION: Instruction will be differentiated based on the requirements of the student’s IEP/GIEP/504 plan.	

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Anecdotal record, assessment, authentic assessment, bias, interpretation, objective observation, observation, purposeful observation, rating scale, reliability, running record, subjective observation, validity.

Wallenpaupack Area School District Curriculum
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COURSE: Child Care I	GRADE: 10
UNIT 4: Developmental Domains	TIMEFRAME: 4 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
401, 402, 403, 501, 502, 503, 504, 505, 506, 507, 508, 509, 511, 513, 603, 702, 809, 1101, 1102, 1103, 1104, 1105	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
- Identify major developmental milestones from birth through middle childhood for each domain: physical, intellectual, emotional, and social. - Describe safe sleep practices and explain how they reduce the risk of Sudden Unexpected Infant Death (SUID). - Create the Child Development Resources artifact for the CDA Professional Portfolio. - Create the Developmentally Appropriate Books artifact for the CDA Professional Portfolio.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
- Developmental domain presentations and discussion: birth through middle childhood - RealCare Baby project	
TEXTBOOK ALIGNMENT	
Chapters 4, 5, 6, 7, 29, 30	
ASSESSMENTS:	
- Prepare and present developmentally appropriate lesson plans - Course: Safe Sleep Practices for Caregivers: Reduce the Risk of SUID - Portfolio: RC IV-4 Child Development Resources - Portfolio: RC III Developmentally Appropriate Books	

- Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Attachment, cognitive development, consistency, emotional development, executive function, fine motor skills, gross motor skills, language development, physical development, self-regulation, social development, symbolic play, temperament.

Wallenpaupack Area School District Curriculum
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COURSE: Child Care I	GRADE: 10
UNIT 5: Children with Diverse Needs	TIMEFRAME: 4 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
101, 305, 314, 316, 401, 502, 508, 511, 706, 809, 1001, 1002, 1003, 1004, 1005, 1103, 1104, 1105	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
- Describe the purpose and principles of inclusive early childhood education and the role of educators in supporting children with special needs. - Identify common disabilities and developmental delays and explain how they may affect a child's learning and behavior. - Apply appropriate strategies and accommodations to support children with special needs in inclusive early childhood settings.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
- IEP case study analysis - How to modify instructional materials to meet the needs of diverse learners - Lesson plan accommodations and modifications	
TEXTBOOK ALIGNMENT	
Chapter 31	
ASSESSMENTS:	
- Portfolio: RC IV-2 Translation Service - Portfolio: RC IV-3 Children with Disabilities - Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab	

DIFFERENTIATED INSTRUCTION:

Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Accommodation, adaptive materials, advocacy, Americans with Disabilities Act (ADA), Attention-Deficit/Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), confidentiality, developmental delay, Early Intervention, Family-Centered Practice, IDEA (Individuals with Disabilities Education Act), IEP (Individualized Education Program), IFSP (Individualized Family Service Plan), inclusion, learning disability, least restrictive environment (LRE), modification, physical disability, related services, special needs, Universal Design for Learning (UDL)

Wallenpaupack Area School District Curriculum
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COURSE: Child Care I	GRADE: 10
ONGOING: Learning Activities & Experiences	TIMEFRAME: 40 weeks
PA COMMON CORE/NATIONAL STANDARDS:	
SECONDARY COMPETENCY TASK LIST (POS TASK GRID) STANDARDS:	
101, 510, 703, 704, 705, 802, 803, 805, 807, 808, 809, 901-920, 922-924, 1103	
PENNSYLVANIA CORE STANDARDS FOR ELA:	
CC.1.2.11-12.F, CC.1.2.11-12.J	
PENNSYLVANIA CORE STANDARDS FOR MATH:	
CC.2.4.HS.B.1, CC.2.4.HS.B.5	
PENNSYLVANIA CORE STANDARDS FOR CAREER EDUCATION:	
13.2.11.D, 13.3.11.A	
PENNSYLVANIA CORE STANDARDS FOR SCIENCE:	
3.1.12.A., 3.2.12.A	
UNIT OBJECTIVES:	
Prepare, present, and evaluate the required learning activities aligned with the Child Care CTE Competency Task List.	
INSTRUCTIONAL STRATEGIES/ACTIVITIES:	
FOUNDATION	
How to Write a Lesson Plan presentation and guided practice	
TEXTBOOK ALIGNMENT	
Chapters 19, 20, 21, 22, 23, 24, 25, 27, 28	
ASSESSMENTS:	
- Prepare, present, and evaluate the required learning activities aligned with the Child Care CTE Competency Task List. - Demonstrate professionalism, work ethic, and observation skills in the World of Wonders (Child Development Lab)	
DIFFERENTIATED INSTRUCTION:	
Instruction will be differentiated based on the requirements of the student's IEP/GIEP/504 plan.	

RESOURCES:

- **TEXTBOOK:** Working with Young Children, 10th Edition, Judy Herr, Ed.D.
- **TECHNOLOGY:** Student-issued iPad, Internet access, Microsoft Office Suite
- **WEBSITES ACCESSED:** Links to relevant websites are shared in Schoology
- **VIDEOS:** Links to relevant educational videos are shared in Schoology
- **OTHER:** Please check Schoology for resources specific to each assignment

KEY VOCABULARY:

- Accommodation, assessment, centers, child-initiated, differentiation, evaluation, instructional strategy, learning objective, lesson plan, modification, standard, transition